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ABSTRACT

This paper considers impact of federal legislation on conduct of vocational consumer and homemaking programs with a focus on relationships among the American Home Economics Association (AHEA), home economics, and federal vocational education legislation. Chapter 1 overviews AHEA and discusses interrelationships between it and the home economics profession. Chapter 2 describes changes in the vocational home economics program brought about by the Vocational Education Act of 1963 and Vocational Education Amendments of 1968. Impact of the Education Amendments of 1976 on consumer and homemaking education programs is detailed. Specific concerns are program planning and accountability. Several components of the new education law are summarized that directly affect programs: definition of Consumer and Homemaking Education, sex equity programs, youth programs, and inservice education. Chapter 3 addresses federal support for home economics-focused youth organizations and their different roles in implementing vocational education. A chart summarizes selected aspects of 4-H and Future Homemakers of America. Focus of Chapter 4 is federal funding of programs related to consumer/homemaking education. An eight-page chart shows public law, administering federal agency, program objectives, target populations, and estimated FY1978 funding. Implications for the mandated National Institute of Education study are also considered. (YLB)

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INTERRELATIONSHIPS AMONG SELECTED ASPECTS OF HOME ECONOMICS AND VOCATIONAL EDUCATION

A Position Paper
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by the

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INTRODUCTION

The American Home Economics Association (AHEA) is pleased that the National Institute of Education has requested its views on selected issues related to the impact of federal legislation on the conduct of vocational consumer and homemaking programs. Promotion of state and federal legislation which would impact positively on families has been, since the earliest years of AHEA history, one of its on-going goals.[1,2] The Association acknowledges and appreciates the efforts of the United States Government in providing sustained support for home economics programs, nationally and internationally. Further, it recognizes the importance of rigorous examination of educational and service programs which implement federal legislation, and applauds governmental efforts to ensure increased accountability for the expenditure of federal funds.

Home economists throughout the nation strongly believe in the need for the consumer and homemaking program historically funded under vocational education legislation. These home economists urge continued and expanded federal support of this program which is a major component of the total home economics effort designed to (1) improve the quality of life for all individuals; (2) strengthen family life; (3) address the urgent and future needs of families; and (4) encourage increased recognition of the role of homemaking, families and the home environment in the economic and social development of the nation.

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[1] Journal of Home Economics, (October, 1914), pp.318-319.

[2] Hazel T. Craig. The History of Home Economics, (New York: Practical Home Economics, 1945), p.13.

CHAPTER I

OVERVIEW OF THE AMERICAN HOME ECONOMICS ASSOCIATION

Purposes, Definition, Mission, Functions and Membership

Founded in 1909 to improve the living conditions in the home, the institutional household and the community,[1] the American Home Economics Association (AHEA) has addressed the needs of families for 69 years. An educational and scientific organization, "its purpose is to improve the quality and standards of individual and family life through education, research, cooperative programs and public information."[2]

Early home economics pioneers--many of whom participated in the founding of the Association--defined the field thus:

> Home Economics in its most comprehensive sense is the study of the laws, conditions, principles, and ideals which are concerned on the one hand with man's immediate physical environment, and on the other, with his nature as a social being, and is the study especially of the relation between these two factors . . .[3]

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[1] Journal of Home Economics, (February 1909), p.1.

[2] A Force for Families, (Washington, D.C.: American Home Economics Association, 1977), p.3.

[3] Lake Placid Conference Proceedings, (Fourth Conference), n.p. 1902.

Historically, this has been the conceptual framework of home economics. Although the nature of the field has evolved, its basic mission today remains essentially the same; that is, a concern for family and the quality of home and family life.

The Association serves as one voice for the home economics profession, the only profession that integrates knowledge from all the basic disciplines--e.g., science, humanities, the arts--with its own body of knowledge, and synthesizes that knowledge to address the "everyday" concerns of families. By virtue of the unique, integrative nature of the home economics profession, and the various communications, mechanisms, processes, and networks established within the Association to achieve a common goal, AHEA members possess a multidisciplinary perspective, and have access to a backup system necessary to plan and support cost-effective programs that promote the healthy functioning of families.[1]

AHEA is one of the twenty largest professional associations in the United States, with a membership of more than 53,000 home economists.[2] These member home economists implement the broad goals of home economics through a myriad of activities which tend to cluster around four major program areas, public policy, professional development,

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[1] A Force for Families, p.3.

[2] Based on an internal analysis of data presented in the 1976 National Trade and Professional Associations of the United States and Canada (Washington, D.C.: Columbia Books, 1976).

public service outreach, and research and development, and are linked in purpose and function by an organizational network designed to respond to public and member needs.

Interrelationships Among the Home Economics Profession and the American Home Economics Association

AHEA has encouraged and promoted professional development and high standards of conduct for home economists throughout its history. As an "umbrella" organization, AHEA is the only national professional organization which addresses the totality of home economics; and as such provides direction, continuity, and uniformity of purpose throughout the profession.

The mission of home economics has three major thrusts: (a) preparation of home economics professionals; (b) development and generation of new knowledge and (c) application and transmission of knowledge to the concerns of the larger society [1] The mission of the Association is to improve the quality of life for families (see Appendix A).

The Association implements the mission of the profession through planned/special activities and on-going programs. Among those currently provided for home economists include, for example: (1) an awards program which recognizes excellence in research and teaching; (2) opportunities to participate in seminars and workshops designed to

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[1] Proceedings of Administrative Leadership Workshop, sponsored by the Association of Administrators of Home Economics, July 22-27, 1973, Zion, Illinois, p.19.

meet professional needs; (3) the AHEA Annual Meeting and Exposition (which attracts over 7,000 participants to a planned program of lectures, workshops, seminars, panels, a job information exchange and exhibits); (4) publications (which focus on current issues affecting the status of the profession, report research findings, and examine factors affecting the quality of life); and (5) sponsorship of the Center for the Family (CFF), a semi-autonomous unit which directs attention and action to trends, issues, and needs related to the family through advocacy, research, leadership development, resource referral and program generation. These efforts have enabled thousands of AHEA members[1] to improve their individual competencies, thus increasing the availability of home economics expertise.

AHEA has made major contributions significantly affecting the development, establishment, and direction of the profession and the nature of its vocational home economics education component. Among its noteworthy contributions - but by no means its only contributions - are these:

(a) co-sponsorship of a series of workshops (1961-1964) and institutes which led to the development of a conceptual framework that delineates basic concepts and generalizations (suggested) for the

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[1]Non-AHEA members and non-home economists also participate in AHEA sponsored activities, and programs.

(a) secondary home economics curriculum[1]

(b) co-sponsorship of the "high school home economics clubs" prior to the founding of Future Homemakers of America

(c) co-sponsorship of Future Homemakers of America

(d) sponsorship of the Eleventh Lake Placid Conference (October, 1973) to develop a revised philosophy and objectives statement about the profession[2]

(e) establishment of a legislative committee that worked for the passage of the Smith-Hughes Act (1917), which originally established home economics education as a component of the (federal) vocational education concept

(f) co-sponsorship (with other home economics professional organizations) of seminars and workshops designed to identify skills and competencies needed by vocational home economics teacher educators

(g) development and establishment of an accreditation program (1971) which sets standards for the undergraduate home economics programs

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[1]Concepts and Generalizations: Their Place in High School Home Economics Curriculum Development, (Washington, D.C.: American Home Economics Association, 1967).

[2]Home Economics: New Directions II, (Washington, D.C.: American Home Economics Association, 1975).

Thus, the Association has traditionally initiated, supported and/or served as a clearinghouse for those efforts which have advanced and directed the profession.

The sub-sections which follow focus on specific aspects of the long-standing relationships among AHEA, home economics and federal vocational education legislation.

CHAPTER II

THE VOCATIONAL HOME ECONOMICS PROGRAM

Prior to the passage of the landmark vocational educational (Smith-Hughes) act by the federal government in 1917, home economics instruction in elementary and secondary schools was largely provided for by action of the various state legislatures. These same state legislative actions also tended to involve the promotion of other school subjects, particularly agriculture and/or industrial education and manual training, and represented the beginning of what has subsequently become a major state and federal program, Vocational Education.[1] The Smith-Hughes Act and events immediate to it perhaps have been the greatest impetus to development of the vocational home economics program, setting the basic framework for the conduct of all vocational educational programs and shaping the nature and scope of these programs.

"The law made available to the states funds for agricultural, trade, home economics and industrial education of less than college grade to pupils 14 years of age and over in schools under public supervision and control, and for the preparation and professional involvement of teachers of these subjects. The funds could be used for reimbursement of salaries of teachers of the subject in day, part-time, and evening schools and were matched by state or local funds or both."[2]

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[1]Beulah I. Coon, Home Economics Instruction in the Secondary School, (New York: Center for Applied Research in Education, 1964), p.21.

[2]Ibid., pp.21-22.

Vocational home economics education programs were expanded through the George-Deen and George-Barden Acts (of 1936 and 1946, respectively). These laws encouraged (1) pupil experiences in the home and community (as well as school) and (2) home visitation by the home economics teacher.

Although the Smith-Hughes Act encouraged the training of students for useful employment, for home economics this concept was interpreted to mean preparation (of females) for useful employment in homemaking. Thus, the vocational home economics program, from its early stages, focused on education related to the home.

Various social, political and professional developments throughout the years have initiated change within "vocational homemaking programs." Among those developments creating significant change was the Vocational Education Act of 1963 (P.L. 88-210), and the Vocational Education Amendments of 1968 (P.L. 90-576).

The Vocational Education Act of 1963 and the Vocational Education Amendments of 1968

Under the 1963 Act[1], and for the first time, funds provided to states for home economics programs could "be used for vocational education to fit individuals for gainful employment in any occupation involving knowledge and skill in home economics subjects,"[2] while continuing support of home economics programs offering preparation for

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[1]This Act amended the George-Barden and Smith-Hughes Vocational Education Acts.

[2]Vocational Education Act of 1963 (P.L. 88-210), December 18, 1963.

homemaking and family living. This, then, established within the law a two-dimensional aspect of vocational home economics: (a) education for gainful employment (wage earning) and (b) education for homemaking. This two-dimensional focus of vocational home economics is essential, as each complements and supports the other, and is increasingly relevant to the homemaking needs of individuals and families.

The Vocational Education Amendments of 1968 provided 25 million dollars and established categorical funding for home economics programs under the heading "Consumer and Homemaking Education" (P.L. 90-576, Title I, 1968 Vocational Education Amendments). The Amendments continued support of both aspects of vocational home economics programs (gainful employment and homemaking) as established via the 1963 Act, but with some modification.

Funding of the "gainful employment" dimension of home economics fell under the aegis of Part B, and has subsequently become known as occupational home economics. Part B (of Title I) of the 1968 Amendments provided grants to states on a matching basis, according to the state's plan for vocational education, to assist the state in "investing vocational education programs for persons of all ages and all communities of the state. These are designed to ensure that education and training programs for career vocation is available to all individuals who desire and need such education and training."[1] At the same time, Part F provided funds to states on a matching basis for the conduct

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[1] Vocational Education Amendments of 1968 (P.L. 90-576, Part B, Title I, October 16, 1968).

of consumer and homemaking education programs (the "homemaking" dimension of home economics) and ancillary services and activities (to assure "quality" in the consumer homemaking program). Further, the Act required that at least one third of the funds made available under Part F be used for programs in depressed areas or areas of high unemployment.

Consumer and homemaking education, under Part F, was described as "education designed to help individuals and families improve home environments and the quality of personal and family life . . . including instruction in food and nutrition, child development, clothing, housing, family relations, and management of resources with emphasis on selection, youth and care of goods and services, budgeting and other consumer responsibilities." The consumer homemaking program was required to:

(a) encourage greater consideration of social and cultural conditions and needs, especially in economically depressed areas;

(b) encourage preparation for professional leadership (in home economics and consumer education);

(c) be designed for youths and adults who have entered, or are preparing to enter, the work of the home;

(d) be designed to prepare youths and adults for the role of homemaker, or to contribute to their employability in the dual role of homemaker and wage earner; and

(e) include consumer education as an integral part thereof.

Thus, this expanded and redirected consumer and homemaking education program, which grew out of a homemaking concept developed via federal legislation in the late 1900's, was established in 1968, and increasingly provided funds for the secondary vocational home economics programs to address societal issues, particularly those affecting the quality of life of families.

It is important to note here, that although the legislation provided funds for the conduct of an expanded homemaking program which addressed selected aspects of society's needs highlighted by the turmoil of the 1960's, many creative, competent, and socially aware home economists had--prior to the advent of the 1968 legislation--begun to address the needs of and/or develop programs for disaffected minority groups, or were teaching consumer concepts.[1] The law basically required that these practices become more widespread.

By the end of FY 1976, total enrollment in consumer homemaking programs was 3,515,042 individuals; 24% of those individuals were males. Programs existed in each of fifty states and the District of Columbia, and included instruction in child development, clothing, textiles, consumer education, family relations, food, nutrition, home management, housing, home furnishing, care and guidance of children, among others.[2]

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[1]See for example, Irene Beavers, "Home Economics: Contributions Home Economics can make to Low Income Families" (Journal of Home Economics, February, 1965), pp.107-111; Theodora E. Boyce, "Case Study Approach to Research on Rehabilitation of Disabled Homemakers" (Journal of Home Economics, June, 1967), p.440.

[2]Data obtained from the Program Support Branch, Division of Vocational Education, Office of Education, Department of Health, Education and Welfare.

The Education Amendments of 1976

As with the 1963 and 1968 vocational education legislation, the consumer and homemaking education program was redirected under the Education Amendments of 1976. Further, significant dimensions were added to the total vocational education program, as viewed by the federal government.

In sum, the 1976 Amendments retained the basic integrity of the vocational home economics program. New target populations and programmatic thrusts were identified, as the availability of funds for consumer/homemaking programs at all educational (e.g., elementary, secondary, post secondary and adult) levels was established. The legislation also expanded the role of vocational home economics in addressing the urgent needs of individuals and families, and responding to societal issues created by economic, technological and social developments.

Following is a brief discussion of the impact of these Amendments on the conduct of the consumer/homemaking education program.

Impact of the 1976 Legislation on Consumer and Homemaking Education Programs

Program Planning

The new legislation calls for improvements in the procedures for planning, coordinating and evaluating all vocational education programs, including consumer and homemaking education. Each state must, according to the law, develop five-year (as well as one-year) plans containing program implementation information.

The Association concurs with the (1) concept of a sole state agency as the primary administrating office for all vocational education programs, (2) expansion of the categories of membership on state advisory councils and (3) establishment of system-wide local advisory council and sex equity offices. It is the Association's perception that the total vocational education program is strengthened by the addition of these components. Moreover, the role of the local advisory council should be increasingly recognized as crucial to the creation and evaluation of the state vocational plan and the vocational plans as implemented by the LEA's; its reports must become an integral part of the state plan. It is regretable, however, that the law does not specify in the composition of the local advisory councils representatives of minority groups, which tend to experience the greatest impact of vocational education programs at the local level.

It would appear that the calibre of leadership provided by the state administrators, supervisors, educators, advisory councils, and local education agencies (LEA's) and the interaction among these components tend to control the adaptiveness and final accountability of consumer homemaking programs will vary with the uniqueness of each state vocational educaton program. Perhaps the best available evidence of variability among the programs is contained in the state plan.

It is important that the use of funds for consumer and homemaking education programs be adequately represented in the state plan. In formulating the plan, the state agency must involve the participation of selected key representatives. It would be obviously advantageous to the consumer and homemaking education program if a home economist were

to serve as one of the vocational education teacher representatives on planning groups, and if home economists were to be actively involved in the planning process. State supervisors of vocational homemaking education programs and vocational home economics teachers would be better equipped to take into account comments derived from public hearings on issues relating to consumer homemaking programs and local community concerns. Thus, these representatives might best assist the state agency with revising plans accordingly.

The annual plans also give consumer and homemaking education teachers greater opportunities for demonstrating the holistic and dynamic approach of the program. While it is conceivable that projected efforts to implement the new consumer and homemaking education legislative emphases may not be as clearly stated in the five year plans (because of the short deadline, imposed during 1976-77) it is expected that the updated annual plan will provide adequate opportunity for making the necessary improvements and additions to those plans.

The five year plans must contain assurances that both males and females will have equal access to all vocational programs and that efforts will be made to eliminate sex discrimination in those programs. Since the annual plan also requires that states show how funding is used to eliminate sex discrimination, and the results of those efforts, it is evident that much attention will be given to consumer and homemaking education programs because of its history of being female-oriented. With the necessary assistance and planning, consumer and homemaking education programs can take the lead in meeting this Congressional mandate. Realistically, additional monies and the support of the vocational education community is needed so that both male and female populations can be included in consumer and homemaking education. To that same end,

parallel efforts must be instituted to open historically male-oriented programs (e.g., agriculture, trades) to females. In short, that the total vocational education program must rapidly move towards practical equality, rather than mere pretensions, is the position of this Association.

Since Congress has expanded the focus of consumer and homemaking education program by emphasizing certain program areas, greater attention must now be given--in the planning stages--to the needs of court offenders, bilingual students, working women, males, the educationally disadvantaged, and single and adolescent parents. An ongoing careful study of existing programs, curricula, textbooks, and teaching strategies will be needed to effectively respond to the concerns of these target groups and to eliminate problems created by institutionalized sex stereotyping. Careful thought will also have to be given--in the planning stages--to expanding consumer and homemaking education efforts to reach those outside the formal classroom setting.

Efforts must be made to ensure that the state plans contain a comprehensive and coordinated view of the home economics concepts embodied in the consumer and homemaking education program. In addition, those individuals and groups interested in improving vocational education programs, must be given an opportunity to offer contributions to the state plan.

Program Accountability

The requirement that accountability reports be submitted along with annual program plans to the U.S. Commissioner of Education will undoubtedly affect the consumer and homemaking education

programs. The annual accountability reports are essentially a record of the accomplishments of the state vocational education programs for the preceding year. The effectiveness of the consumer and homemaking education programs in meeting the specificity of the new legislation should be demonstrated in the report. Because the new legislation provides for the development of a vocational education data bank, data gathered on sex and race of home economics students will probably be weighted towards one extreme because of the history of home economics and societal perceptions as especially related to sex. It must be mentioned here that consumer and homemaking education programs are not the only vocational education programs that have been predominated by one racial or sexual group: on these dimensions there is no one vocational education program more guilty than another. Consumer and homemaking education programs must demonstrate through content that they are contemporary in focus and have relevance to the larger community. With the legislative emphasis on elimination of sex bias, stereotyping, and discrimination, consumer and homemaking education personnel must meet the challenge of addressing a wide range of the interests and needs of today's women and men. For some extant programs, this may suggest a revamping of the total curriculum; for others it may only suggest adding a few additional courses or redirecting/re-focusing ongoing programs.

To meet the demands of the required accountability reports, the leadership of consumer and homemaking education programs and teachers must establish and maintain close contact with the state agency. A definitive line of communication between the Office of Education and the consumer and homemaking education community must be expanded, particularly since the Commissioner may send state plans to the appropriate bureau in the Office of Education for review. For example, the state supervisor of

consumer and homemaking education programs will need to communicate with the personnel assigned to review programs for sex bias, to speak for consumer and homemaking education programs and to obtain assistance in meeting this legislative provision.

It can be assumed that under present regulations consumer and homemaking education programs will be evaluated via the same overall criteria as other vocational education programs. The major criteria for evaluating programs according to the legislation (P.L. 94-482, 90 Stat. 2187) will be based on the employment success of the students, the quality of instruction in terms of preparation for employment and the ability of programs to meet the needs of special target populations. It is apparent that because of the basic nature of consumer and homemaking education programs, other factors must be considered and taken into account in the evaluations. It is important to stress that consumer and homemaking education programs facilitate the development of attitudes, values, knowledge and skills that are beneficial to all individuals (a) in fulfilling multiple family roles and in (b) succeeding in the marketplace.

In light of the foregoing discussions several components of the new education law may require additional attention, as it is the view of the Association that planning, implementation, accountability and governance of the consumer and homemaking education program will be directly affected by these factors. Following then, is a summary of several of those factors.

Definition of Consumer and Homemaking Education

There is no definition for consumer and homemaking education written into the Act. Rather, the Act

describes in detail the basic programmatic parameters for which funds may be expended. If a definition, coupled with a determination of perhaps two or three common goals, were indicated (for the Consumer and Homemaking Education program) in the legislation, efforts to measure program success and/or failure, and institute increased program change and accountability might be greatly facilitated. While the Association believes that there is a need for consumer and homemaking education programs to be state--and local--specific, it recognizes that there is a parallel need for these programs to possess a commonality based on definition and goals. However, any definition and goals for the consumer and homemaking concept should be determined in concert with the relevant professional organizations representing home economics. Movement toward the development of such a definition has begun. In all probability, these organizations would welcome a dialogue with the Congress. Hence, the Association suggests this approach is appropriate and urges its implementation.

Sex Equity Programs

It is the view of this Association, that the advent of federal efforts, through vocational educational legislation, to reduce and/or eliminate sex bias, stereotyping, and discrimination is long overdue.[1] However, a clearly identifiable sex equity program should very soon become a fully integrated, albeit identifiable, aspect of the

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[1]Part A - State Vocation Education Program, Subpart 1 - General Provisions "State Administration," Title I - Vocational Education, P.L. 94-482, p.2173.

total state vocational education program, rather than a separate entity as is suggested by the language of the current legislation.

Care should be taken that a state's movement toward setting up a viable sex equity program does not appear to mimic the 20-year procedures created by the "deliberate speed" concept of the 1954 Supreme Court decision.[1] Additionally, the two-directional movement required for substantive sex equity must be recognized: Males must be educated to move into traditionally female-oriented vocational programs at the same time females are educated to move into traditionally male-oriented programs. The sex equity coordinator must become recognized as the vocational equity coordinator rather than the women's equity coordinator. Problems of males and females exacerbated by the complexities of race/sex, should be addressed by the vocational equity coordinator, especially in conjunction with personnel in other offices charged with similar responsibilities.

Youth Programs

Although the language of the existing federal vocational education legislation suggests that consumer and homemaking funds might be used for existing consumer and homemaking youth organizations including the Future Homemakers of America and its national network of FHA/HERO chapters, it does not name Future Homemakers of America as that vehicle.

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[1]For example, from the 1954 Supreme Court Decision on School Desegregation (Brown vs. the Board of Education of Topeka, Kansas) to the passage of the 1964 Civil Rights Legislation (Civil Rights Act of 1964, P.L. 88-352) a period of ten years transpired. As late as 1977; issues of school desegregation and basic civil rights for minorities and women were still unresolved.

It is the position of the American Home Economics Association that the presence of Future Homemakers of America in the legislative language would enhance the position of homemaking at the local level, and facilitate the growth of youth, especially the development of leadership qualities; and particularly among female youth, where such education is often neglected. It is also the position of the American Home Economics Association that Future Homemakers of America is a viable, well-organized, and efficiently operated entity and should be recognized through the legislation for its major role in implementing the broad goals of home economics and vocational education.

For example, many of the aspects of the 1976 consumer homemaking vocational legislation with respect to programs and target groups were already being addressed by local, state, and national FHA/HERO programs prior to the advent of that legislation. Peer education focusing on problems of teenage parenting, expanded concepts of homemaking and homemaker, concerns of the elderly, handicapped and socio-economically disadvantaged, and issues in substance abuse are indications of the kinds of direction that organization is providing for youth. With full funding by federal and state governments, the Future Homemakers of America might best reach its potential as a preventive educational program, as opposed to being therapeutic or interventive.

At the end of FY 77, there were slightly more than 12,000 FHA/HERO Chapters in U.S. public and private schools. These chapters, with a collective membership totaling nearly one-half million, once established, are open for membership to individuals representative of any socio-economic, racial, ethnic, rural or urban group. The establishment of a local chapter is dependant on needs as determined by the local home economics teacher/advisor, students and the policies of the local school district. FHA/HERO

Chapters are offered in schools having home economics education programs without regard to state/federal funding considerations.

In-Service Education

Future vocational education legislation might establish requirements and make provisions for the immediate updating of the skills and competencies of home economics supervisors, teachers and teacher educators and more effectively implement changes in or expansion of program direction. As provisions for in-service education vary considerably between and among states and among vocational education program areas, the same might be one of the variables that best explains differences in program relevancy, timeliness and incentives for change. In-service education or other professional development programs for consumer and homemaking education should be based on a specified need, and should provide intensive, extensive, in-depth training focusing on issues and concerns suggested by or relevant to programmatic and population requirements of the legislation. The Association suggests that any in-service educational program addressing this need should be funded generously and monitored stringently. Thus, a state-wide monitoring system to ensure that programs address the intent, spirit, and letter of the law, may be indicated. It is the view of the Association that support for up-grading and expansion of consumer homemaking skills and knowledge should be forthcoming.

CHAPTER III

HOME ECONOMICS-FOCUSED YOUTH ORGANIZATIONS

4-H and Future Homemakers of America

Sustained federal support for youth programs began with the 1914 Smith-Lever Act, which established the 4-H programs of the Cooperative Extension Service as an organizational entity of the U.S. Department of Agriculture and the state Land Grant College System. The advent of this program, a substantive response by the government to a need to improve the quality of life in rural areas of the U.S., marked the earliest provisions for home economics related youth programs.

4-H, perhaps now one of the best known and implemented programs of the Cooperative Extension Service, originally provided agricultural experiences for boys and homemaking experiences for girls. Although developed during an era in which (1) specific roles were ascribed to and expected of boys and girls, and (2) an industrial/technological economy was swiftly supplanting an agrarian economy, the 4-H program has since its inception made major contributions to decreasing the adverse impact of societal issues on youth and their families. Originally focusing on farm and village life, homemaking within the 4-H program currently includes instruction in home and family resources, health and safety, leadership and citizenship education, community development and job/career information for boys and girls.

The creation of federally-supported, state-operated vocational education programs (Smith-Hughes Act, 1917) which included some home economics, set the

framework and foundation for the subsequent development of (female) youth "home economics clubs" as an integral part of the vocational home economics education program. These "high school home economics clubs" became a major part of the secondary homemaking program and were fostered in the early years of their development by the state affiliates of the then fledgling American Home Economics Association.

In 1944, resulting from cooperative study efforts of the American Home Economics Association and the Home Economics Branch/Division of Vocational and Technical Education of the U.S. Office of Education, a plan for the development and establishment of a national youth-oriented (female) organization was set forth. Then, in 1945, Future Homemakers of America (FHA) was founded,[1] to (1) provide opportunities for self-development and preparation for family and community living and for employment, (2) strengthen functions of the family as a basic unit of society and (3) encourage democracy through cooperative action in the home and community.[2]

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[1] Its parallel for minority students in segregated schools, New Homemakers of America was also founded during this period. Home Economics Related Occupations (HERO) was established in 1971 in response to the occupational home economics component of the 1968 Vocational Education Amendments.

[2] Facts 'n Figures, (Washington, DC: Future Homemakers of America, 1974).

Chart I summarizes selected aspects of these two home economics-focused youth programs, 4-H and FHA/HERO.

Roles of Home Economics-Focused Youth Organizations in Implementing Vocational Legislation

Although some aspects of the homemaking programs implemented through 4-H and FHA may appear similar, they are in fact entirely different entities, having been established at different times, for different reasons to serve different purposes.

FHA is a school-based/community-linked youth program implemented through consumer and homemaking education; leadership is provided through the state vocational education program. Its quality, local direction and program are largely determined by its student members and the home economics teacher who supervises the program. Suggestions for local programs are offered through publications,[1] projects, workshops, field service, etc., from the national headquarters. Current program emphasis included alcohol abuse awareness, problems of teenage parenting, nutrition, and expansion of the concept of homemaker. FHA is perhaps the only established home economics tool within the school program that assures early, coordinated and consistent leadership training for youth.

Conversely, 4-H is a community-based youth outreach program implemented through the Cooperative Extension Service of the U.S. Department of Agriculture.

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[1]For example, Teen-Times, a quarterly magazine for FHA members; Encounter, a publication to stimulate members to plan for and evaluate personal growth through FHA/HERO involvement.

CHART 1

COMPARISONS OF CURRENT CONCEPTIONS
OF
HOME ECONOMICS FOCUSED YOUTH PROGRAMS: FHA/HERO AND 4-H

	FHA/HERO	4-H
1. Goals/Missions	*Help youth assume their roles in society through home economics education in areas of personal growth, family life, vocational preparation and community involvement	*Help young people become self directing, productive and contributing members of society (life skills)
2. Purposes/Selected Objectives	*Provide opportunities for self development and preparation for family/community living and for employment *Strengthen functions of the family as the basic unit of society *Encourage individual and group involvement in helping achieve world-wide brotherhood *Institute programs promoting greater understanding between youth and adults *Provide opportunities for decision-making and for assuming responsibility *Become aware of the multiple roles of men and women in today's society	*Give identity to learning activities, enhance personal development through project work, establish a formal vehicle for involvement of adults and develop esprit de corps *Use practical skills, develop competencies, and acquire knowledge *Develop positive attitudes about self and feelings of self-worth *Develop potential by seeking and acquiring educational and vocational experiences *Improve communication skills *Develop socially acceptable behavior and personal standards

CHART 1, continued

		FHA/HERO	4-H
2.	Purposes/Selected Objectives (cont'd.)	*Develop interest in home economics careers and related occupations	*Develop concern for involvement in community and public affairs *Develop abilities to perform as a productive contributing citizen *Increase leadership capabilities
3.	Support	National membership dues ($1.00 annual) support FHA/HERO (a non-profit organization incorporated in D.C.); state level-support from dues; some federal and local monies; donations and/or fund raising	Public and private support[1] (approximately $115,000.00 annual from federal, state and local governments; $25,000 from county and state, private sources) 4-H Foundation-fund raising goals in excess of $1,000,000.00
4.	Organization	Local Chapters and Chapter Advisory Boards; Chapter Executive Council; Chapter Adviser; functions within home economics classroom structure State Advisory Board; State Executive Council (state officers) State Adviser (Home Economics Education Staff; State Department Vocational Education); State Associations within all 52 states, D.C. and Puerto Rico National Board of Directors; National Executive Council (National Officers, FHA/HERO representative); National Headquarters Staff	Local 4-H Clubs organized by county extension agents, county 4-H Council (made up of 4-H members and leaders) State 4-H Council County and state 4-H members, 4-H staff and local leaders); program emphasis decided at county and state level Small 4-H staff (federal extension service in USDA) gives assistance to state and county 4-H programs upon request; national 4-H Council utilizes private resources in assisting the cooperative extension service advance the membership, leadership and influence of the 4-H program

[1]Funding for all 4-H programs, including agriculture and homemaking

CHART 1, continued

	FHA/HERO	4-H
5. Program/Activities	Programs provide leadership development through group and individual activities based on member concerns and interests within the framework of the home economics curriculum; major program components are: HERO-occupational and job training, and FHA-consumer and homemaking Both depend on knowledge and skills of home economics education subject matter	Programs provide leadership development through group and individual activities based on member concerns related to family, home and community; focus is on development of the individual 4-H member; major program components are economics, jobs and careers, animal, plant and soil sciences; environment and natural resources; home and family resources; health and safety; leadership, citizenship education and community development; creative and performing arts, leisure education and communications; mechanical sciences and energy
6. Target Population	Any student who has taken (or is taking a course) in home economics education may join an established chapter. Programs exist in 17,000 local school districts with membership in all sizes and types of schools, from rural to suburban/urban; reaches handicapped as well as racial and ethnic groups	Boys and girls (aged 9 to 19) in urban and rural areas. Special efforts made to reach low income, mainstreamed youth.

CHART 1, continued

	FHA/HERO	4-H
7. Sponsors	American Home Economics Association and the Home Economics Education Program in the Division of Vocational and Technical Education/USOE support the Future Homemakers of America; no financial support is provided	Cooperative Extension Service conducted jointly by USDA, state land grant colleges and universities and county government
8. Size	Approximately 450,000 youth	Approximately 5.8 million participants (including local 4-H members, special interest units, 4-H Nutrition Education Program and 4-H Instructional Television Programs)
9. Philosophical Orientation	Home economics	Home economics/agriculture

Its quality, local direction and program are largely determined by the county 4-H Council (volunteer adult leaders and members), county extension agent and State Cooperative Extension Office. Although local 4-H clubs may use school facilities and cooperate with school personnel, the local 4-H program operates outside of the formal school program. Further, 4-H has a strong international component which operates in a parallel manner in developed and developing countries.

Other principle differences between FHA/HERO and 4-H include:

(1) FHA/HERO membership is available through secondary and middle schools; programs are integrated into the classroom curriculum; and provide for in-class and extra-class activity

(2) FHA/HERO is an organization specifically for students studying home economics education

(3) FHA/HERO chapters are offered in public and private schools having home economics education programs regardless of whether state/federal vocational funding is received

(4) FHA places emphasis on homemaking as an occupation

As home economics youth organizations, FHA and 4-H reinforce and supplement the programs of each other. It is often the case that individual students are members of both organizations. Although the organizations possess similar foci, their applications differ widely.

Largely because consumer homemaking is a component

of the vocational program in the secondary schools, it is a fact that many youths do not receive education in consumer homemaking. Where, then, do these youths receive this information?

The principle source of consumer/homemaking information outside of the formal school program is probably 4-H (the nature of the program of that organization has been discussed elsewhere in this paper). Other youth/student organizations associated with academic/vocational school subjects may also provide selected aspects of consumer/homemaking information. Other societal institutions - such as the home, church, girls clubs, the electronic and print media (television, popular and consumer magazines, commercials, project literature, newspapers, etc.) and the like -provide informal instruction. Without an opportunity for feedback and discussion, the print and electronic media provide little or no systematic vehicle for such important instructional components as value clarification and analysis of issues affecting family. Commercial print sources, without opportunity for feedback and discussion ... the same limitations and are often more oriented to established adult life patterns than youth orientations. With the notable exception of the 4-H program, in each case these programs are likely to be fragmented and non-comprehensive, addressing selected or isolated areas of the consumer/homemaking curriculum; further the consumer/homemaking information provided is <u>not likely</u> to focus on its relationship to the family or to problems of consumers.

That a comprehensive coordinated approach to home economics concepts and principles, whether through 4-H, FHA or the vocational program consumer homemaking program, is the desired approach is based on the following assumption:

(1) The problems, issues, etc., in homemaking

and home/family life are sufficiently unique at each stage of individual development as to require (appropriate) integrated consumer and homemaking instruction at each successive stage[1]

(2) Education for improved family living, is the goal of home economics education

(3) "Many school subjects contribute to the development of concepts, skills, and values that lead to improved homemaking and family life, but these are the major concerns of home economics as it is here. All aspects of learning which effect family life-consumer economics, health, psychology, etc. - are integrated and related "[2]

(4) "Home economics shares many objectives for personal growth and development with other disciplines. Developing ability to comprehend and apply knowledge drawn from home economics research and synthesized from the sciences and arts is an important purpose of home economics: however, it is not the only or even the most important purpose. The nature of the content and its use in the life of the learner means that home economics, to a greater extent than other school

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[1]U.S. Office of Education, Federal Security Agency, Home Economics in Public High Schools, 1938-39, Vocational Division Bulletin No. 213 (1941), pp.2-5.

[2]"A New Look at Home Economics," Bulletin of the National Association of Secondary-School Principals (December 1964), p.89.

subjects, includes development of:

- appreciations, values, and attitudes which affect the way families contribute to the development of individuals within the family and to the welfare of the community
- skills needed in providing for the needs of the family and the maintaining of homes "[1]

(5) One strength of home economics lies in its "synthesis" approach to education

Were FHA/HERO or 4-H nonexistent, an organization with similar goals and purposes would--in all probability--need to be established.

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[1] Ibid., pp.89-90.

CHAPTER IV

FEDERAL FUNDING OF PROGRAMS RELATED TO CONSUMER/HOMEMAKING

Although there are a number of federally funded programs based on home economics concepts or utilizing consumer and homemaking concepts and principles to accomplish program goals, these programs generally are not comprehensive and do not address individual and family needs as does the consumer and homemaking education program implemented through the Vocational Education Acts.

The major focus of the consumer and homemaking education program is to improve the quality of individual and family life by helping individuals develop those abilities and skills needed for the multiple roles associated with homemaking and wage earning. To that end, the aspects of family living are synthesized into a consumer and homemaking education program; nutrition, family relationships, child care, consumer economics, life styles and life patterns, housing, the relationship of art to daily living, family resource management, and decision making are examples of the concepts taught within the context of family life through consumer/homemaking.

Thus, the consumer and homemaking education program is a comprehensive approach to helping individuals cope with the interrelationships among family and the larger society.

The consumer and homemaking education funds under the vocational education programs are to be expended solely for specialized programs and ancillary services in consumer and homemaking education, which support the home economics interdisciplinary

approach. In addition, the consumer and homemaking education program suggested in the new (1976) legislation has expanded to a great extent the capacity of the homemaking programs to respond to family needs brought on by societal changes. Recognition of (a) the joint responsibilities of both males and females in homemaking and family life, (b) the need to eliminate sex stereotyping, (c) the increased numbers of working women, (d) changing career patterns for males and females. (e) increased adolescent parenting, and (f) the problems of the handicapped, aged, and economically disadvantaged, can only serve to enhance the position of homemaking in society.

Within the structure of vocational education, the consumer and homemaking education program possesses the necessary controls to ensure quality education programs for several reasons:

(1) Programs are funded through a single state agency

(2) Programs are monitored by that state agency, the state supervisor of home economics and any other state homemaking education programs (as well as sex stereotyping and racial/sex bias)

(3) Programs have state support requiring a 50/50 matching ratio except for the share that must be set aside for programs in economically depressed areas

(4) Programs are included in the state's five-year vocational education plan, thus providing a long range perspective for consumer and homemaking education

(5) There is a built-in process for some public participation in the planning of all vocational education programs through the public hearings

(6) Programs are largely implemented through the established elementary/secondary school and adult components, thus an established network is intact continously

The consumer and homemaking education program is a viable means for reaching youth and adults in schools and communities with information that will be useful to the individual in the total environment.

Other Sources of Funding

With some exceptions, other federal consumer/homemaking related programs, administered through a variety of federal agencies (see those listed in Chart 2), tend to address--in isolation--selected aspects of family life. Except one or two, most of the programs cited are competitive programs open to any agency, institution or organization that can demonstrate its capability to use the funds as designated. The Association recognizes that linkages among these federal programs should be strengthened and/or established.

Issues in Federal Funding of Consumer Home Economics

The past categorical funding of home economics is obviously advantageous for the implementation of the consumer/homemaking program as suggested by the various vocational education acts. Because of the importance of those societal issues which

CHART 2

*FEDERAL FUNDING OF SELECTED PROGRAMS RELATED TO CONSUMER - HOMEMAKING EDUCATION

PUBLIC LAW	ADMINISTERING FEDERAL AGENCY	**PROGRAM OBJECTIVES	TARGET POPULATIONS	ESTIMATI FY '7 FUNDIN
Smith Lever Act as amended, 7 U.S.C 341-49; District of Columbia Public Education Act of 1968, 7 U.S.C. 329; Rural Development Act of 1972, 7 U.S.C. 2661-68	Cooperative Extension Service, Department of Agriculture, Expanded Food and Nutrition Program (EFNEP).	Grants to state land grant institutions to provide educational programs in agricultural production and marketing, rural development, home economics, and youth development.	Farmers, producers, marketing firms; community organizations; homemakers and youth; and 4-H youth.	$200,900,2
Child Nutrition Act of 1966, as amended, 42 U.S.C. 1771 et seq. PL92-433; Section 17 of Child Nutrition Act of 1966, as amended, 86 Stat. 729, PL94-105; Section 17 of The Child Nutrition Act of 1966, as amended 89 Stat. 518.	Food and Nutrition Service, Department of Agriculture. Women, Infants and Children (WIC)	Grants to state health departments through local public or non-profit private health agencies to supply nutritious food to women, infants and children at nutritional risk and collect data on the food program.	Pregnant or lactating women, infants and children up to five years old in need of supplemental foods.	$338,742,0
Morrill Act of 1862, as amended; 12 Stat. 503; 7 U.S.C. 301; Second Morrill Act of 1890, as amended; 26 Stat. 417; U.S.C. 322-23; Bankhead Jones Act, as amended; 49 Stat. 439; PL182, 7 U.S.C. 329.	Office of Education, Department of Health, Education and Welfare. Land-Grant College Endowment.	Grants to land-grant colleges and universities to support specialized teacher training in agriculture, mechanic arts, and home economics.	Land-grant colleges.	$14,200,00

Chart 2 - Continued
*FEDERAL FUNDING OF SELECTED PROGRAMS RELATED TO CONSUMER - HOMEMAKING EDUCATION

PUBLIC LAW	ADMINISTERING FEDERAL AGENCY	**PROGRAM OBJECTIVES	TARGET POPULATIONS	ESTIMATED FY '78 FUNDING
Education Amendments of 1974, Title IV, Part C; PL93-380; 20 U.S.C. 1862	Office of Education, Department of Health, Education and Welfare. Metric Education program.	Grants to colleges, universities, state/local education agencies, public and private non-profit organizations to teach the use of the metric system of measurement and to develop curriculum, text, and equipment.	Students, teachers parents, adults.	$2,090,000
Older Americans Act of 1965, PL89-73, as amended by PL90-42, 91-69, 92-258, 93-29, 93 351, 94-135, Title III, Sections 701 et seq. 79 Stat. 218-26, 81 Stat. 106-08, 82 Stat. 1101, 83 Stat. 108-15, 86 Stat. 88-95; 42 U.S.C. 3001 et seq.	Office of Human Development, Department of Health, Education and Welfare. Aging programs, Title VII - Nutrition.	Grants to a designated state agency through the administration on Aging to provide nutritious meals, health services, education and counseling, outreach, socialization and recreation.	Senior Citizens 60 and over, their spouses, low income and minority, elderly.	$225,000,00
Economic Opportunity Act of 1964 as amended by Community Services Act of 1974, Title II, PL93-644; 42 U.S.C. 2790, et seq; 88 Stat. 2294 as amended.	Community Services Administration. Community Action.	Grants administered by community services administration to the Community Action Agencies for day care programs, consumer action, financial counseling, youth development programs, energy, housing services, alcholism, adult education, etc.	Low income urban/rural families and individuals of all ages.	$330,000,00

Chart 2 - Continued
*FEDERAL FUNDING OF SELECTED PROGRAMS RELATED TO CONSUMER - HOMEMAKING EDUCATION

PUBLIC LAW	ADMINISTERING FEDERAL AGENCY	**PROGRAM OBJECTIVES	TARGET POPULATIONS	ESTIMATED FY '78 FUNDING
Economic Opportunity Act of 1964 as amended by Community Services Act of 1974, Title II, Section 222A (5) PL93-644; 42 U.S.C. 2809.	Community Services Administration. Community Food and Nutrition.	Grants to non-profit, public and private groups to provide a community food and nutrition program and to promote nutritional awareness, food preservation, consumer education, food purchase, etc.	Persons eligible under Community Services Act.	$27,500,000
Alcohol and Drug Abuse Education Act; PL93-422.	Office of Education, Department of Health, Education and Welfare Alcohol and Drug Education Program.	Grants to state/local education agencies, community agencies, educational organizations to alleviate alcohol and drug abuse and develop prevention strategies.	General Public.	$2,000,000
Head Start - Follow Through Act, PL93-644, Title V, Part B; 42 U.S.C. 2929.	Office of Education, Department of Health, Education and Welfare Follow Through.	Grants to approved education agencies to provide special programs of instruction, health and nutrition services, parent activities, that will aid in the child's development.	Public and private school children from low income families and primarily graduates of a 1 year head start or similar preschool program.	$59,000,000
Environmental Education Act, PL91-516, as amended by PL93-278.	Office of Education, Department of Health, Education and Welfare Environmental Education.	Grants to higher education institutions, state/local education agencies, libraries, and museums to educate citizens about problems of environmental quality and ecological balance.	General Public.	$3,500,000

Chart 2 - Continued
*FEDERAL FUNDING OF SELECTED PROGRAMS RELATED TO CONSUMER - HOMEMAKING EDUCATION

PUBLIC LAW	ADMINISTERING FEDERAL AGENCY	**PROGRAM OBJECTIVES	TARGET POPULATIONS	ESTIMATED FY '78 FUNDING
Elementary and Secondary Education Act of 1965, Title IV, Part C, as amended by PL93-380, 20 U.S.C. 1831.	Office of Education. Educational Innovation and Support.	Grants to state and local education agencies to support innovative projects, such as, nutrition education, consumer education, drop-out prevention, parenting projects, etc.	Elementary and Secondary school children.	$140,000,000
Public Health Service Act, as amended, PL78-410, Title X, Section 1001, 42 U.S.C. 300.	Health Services Administration, Public Health Service. Family Planning projects.	Grants to non-profit private agencies, institutions, and organizations to provide family planning services and education.	Persons desiring family planning information, low income families.	$117,500,000
Social Security Act, PL74-271, Title V, Section, 503, 42 U.S.C. 703.	Health Services Administration, Public Health Service, Maternal and Child Health Services.	Grants to public health centers and other recognized agencies to provide maternal and child health services and family planning.	Mothers, infants, children in need of health care.	$225,500,000
Child Abuse Prevention and Treatment Act, as amended PL93-247.	Office of Human Development, Department of Health, Education and Welfare. Child Abuse.	Grants to public or other non-profit institutions of higher learning and other agencies to provide parent self-help programs to prevent, identify and treat child abuse and neglect.	Children and families.	$18,928,000

Chart 2 - Continued
*FEDERAL FUNDING OF SELECTED PROGRAMS RELATED TO CONSUMER - HOMEMAKING EDUCATION

PUBLIC LAW	ADMINISTERING FEDERAL AGENCY	**PROGRAM OBJECTIVES	TARGET POPULATIONS	ESTIMATE FY '7 FUNDIN
Social Security Act. as amended, Title IV, Part B. Section 426; PL86-778; PL96-248; 42 U.S.C. 626.	Office of Human Development, Department of Health, Education and Welfare. Child Development-Child Welfare Research and Demonstration Grants.	Grants to public or non-profit institutions of higher learning, and other child welfare organizations to do special research and demonstration projects on child welfare.	Children and families	$16,700,0
Education of the Handicapped Act, PL91-230, Title VI, Part C, 20 U.S.C. 1423.	Office of Education, Department of Health, Education and Welfare Handicapped Early Education Assistance.	Grants to public agencies and private non-profit organizations to support experimental preschool and early childhood programs with parent participation for handicapped children.	Handicapped children up to 8 years of age.	$22,000,0
Special Projects Act, Title IV, Section 405 of Education Amendments of 1974; PL94-380; 88 Stat. 549-51; 20 U.S.C. 1864.	Office of Education Department of Health Education and Welfare Community Education	Grants to state/local education agencies and institutions of higher education to establish, improve or maintain educational recreational and cultural community programs based upon community needs.	Local communities.	$3,553,00

Chart 2 - Continued
*FEDERAL FUNDING OF SELECTED PROGRAMS RELATED TO CONSUMER - HOMEMAKING EDUCATION

PUBLIC LAW	ADMINISTERING FEDERAL AGENCY	**PROGRAM OBJECTIVES	TARGET POPULATIONS	ESTIMATED FY '78 FUNDING
Education of the Handicapped Act, Title VI, Part C, Section 624; PL91-230, 20 U.S.C. 1424.	Office of Education, Department of Health, Education and Welfare. Handicapped Innovative Programs.	Grants to public and non-profit private agencies, State departments of special education, local education agencies and others to provide education/training services for severely handicapped youth.	Severely handicapped children and youth, 5-21 years with low IQs.	$5,000,000
Special Projects Act. Title IV, Section 406 of the Education Amendments of 1974; PL93-380; 20 U.S.C. 1865; 88 Stat. 551-53.	Office of Education, Department of Health, Education and Welfare.	Grants to state/local education agencies, higher education institutions and non-profit organizations to support demonstration projects in career education.	Students in career education programs and the handicapped.	$10,135,000
Foreign Assistance Act of 1961, as amended Title II, Section 211 (d); 22 U.S.C. 2171.	Agency for International Development, Department of State.	Grants to institutions of higher learning or related research organizations to assist AID's program, with less developed countries in the fields of agriculture, health, nutrition, education, etc.	Less developed countries.	$2,170,000
Vocational Education Act of 1963, Title I, Part B. Subpart 2, Section 171, as amended by The Education Amendments of 1976, PL94-982, Title II, 20 U.S.C. 2401; 90 Stat. 2201.	Office of Education, Department of Health, Education and Welfare Vocational Education Program Improvement Projects.	Grants to public organizations, institutions, and agencies for research, curriculum development, and demonstration projects in vocational education.	Vocational Education Agencies.	$22,403,000

Chart 2 - Continued
*FEDERAL FUNDING OF SELECTED PROGRAMS RELATED TO CONSUMER HOMEMAKING EDUCATION

PUBLIC LAW	ADMINISTERING FEDERAL AGENCY	**PROGRAM OBJECTIVES	TARGET POPULATIONS	ESTIMATED FY '78 FUNDING
Vocational Education Act of 1963, Title I, Part B, Subpart 2, Section 172, as amended by the Education Amendments of 1976, PL94-482, Title II; 20 U.S.C. 2402; 90 Stat. 2202.	Office of Education, Department of Health, Education and Welfare. Leadership Development Awards.	Grants to institutions offering a vocational education program to develop qualified vocational education leadership personnel.	Persons with 2 years vocational education experience and a bachelor's degree.	$1,650,000
Vocational Education Act of 1963, as amended by Title II of The Education Amendments of 1976, PL94-482, U.S.C. 2380, 90 Stat. 2196.	Office of Education, Department of Health, Education and Welfare Vocational Education-Consumer and Homemaking.	Grants to designated state vocational education agency to support consumer and homemaking programs and ancillary services; such as; consumer education, food and nutrition, family living and parenthood education, child development and guidance, housing and home management, clothing and textiles.	Potential Homemakers.	$40,994,000

*Programs selected were taken from the 1977 Catalog of Federal Domestic Assistance. Some are more closely related to home economics than others.

**Only those home economics concepts that appear to be fundable through these grants are listed in this column and they do not reflect the total range of assistance available through the grants.

Chart 2 - continued
*FEDERAL FUNDING OF SELECTED PROGRAMS RELATED TO CONSUMER - HOMEMAKING EDUCATION

PUBLIC LAW	ADMINISTERING FEDERAL AGENCY	**PROGRAM OBJECTIVES	TARGET POPULATIONS	ESTIMATED FY '78 FUNDING
Elementary and Secondary Education Act of 1965, Section 811, as enacted by Section 505 of the Education Amendments of 1972, PL92-318, as amended by Education Amendments of 1974, Title IV, Section 402 and 407, PL93-380, 20 U.S.C. 887d.	Office of Education, Department of Health, Education and Welfare. Consumers' Education.	Grants to institutions of higher education, state/local education agencies, public and private non-profit organizations to provide consumer education programs, develop curricula, prepare and distribute consumer education materials, provide demonstration projects, and develop materials for special population groups.	Students teachers, low income persons, elderly persons of limited English speaking ability, Native Americans, Community leaders.	$3,135,000
Section 408; Women's Educational Equity Act of 1974; PL-93-380, 86 Stat. 554; 20 U.S.C. 1866, as amended by Sections 325 and 501 (a)(8) of PL94-482; 90 Stat. 2220 and 2335.	Office of Education, Department of Health, Education and Welfare. Women's Educational Equity Act Program.	Grants to state/local governments, public agencies, private non-profit organizations, and individuals to provide educational programs, guidance, counseling, research and development.	Women at all educational levels.	$8,085,000
42 U.S.C. 2921 et seq; Community Services Act of 1974; PL93-644, Title V, Part A.	Office of Human Development, Department of Health, Education and Welfare. Head Start.	Grants to any public or private non-profit agency to provide health, educational, nutritional, social and other services with involvement of parents in the provision of these activities.	Primarily children from poverty families up to age 3 and handicapped children.	$485,000,000

consumer/homemaking addresses, more adequate, sustained financial support is essential; therefore, such programming needs to be clearly delineated in future vocational education legislation.

The Association strongly supports the present categorical funding. However, should an alternative need to be considered the Association would recommend that control mechanisms be set up to protect the integrity of the program. Any new legislation might authorize, for example, a study of the potential impact of the proposed funding alternatives on the conduct (e.g., planning, implementing, governing) of the consumer homemaking program to ascertain if the program might be jeopardized or adversely effected in whole or in part by that alternative. Representatives of the profession should be involved in that assessment. Other alternatives might then be pursued. In short, it is crucial that consumer homemaking remain a clearly identified component of the total vocational education program as prescribed by the legislation.

Homemaking as [illegible]

Traditional perceptions of homemaking have been shaped by a long outmoded set of conceptions and assumptions about the (1) role of women, (2) genetic inferiority of women, (3) function of the family in society, (4) role of women in marriage and family life, (5) socialization of females and males and (6) self-sufficiency.[1]

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[1]For detailed discussions of one or more of these concepts, see for example, Kenneth Keniston and the Carnegie Council on Children, All Our Children (New York: Harcourt, Brace, Jovanovich, 1977), pp.1-47; Howard Hayghe, "Families and the Rise of Working Wives - An Overview," Monthly Labor Review (Washington, D.C.: Bureau of Labor Statistics, U.S. Department of Labor, May 1976).

Although there has been a major transformation of the family and dramatic changes in family life patterns within the past 25 years, many of the old concepts of homemaker and homemaking persist. Despite statistical data across all socio-economic levels, clearly indicating marked increases in the participation of women in the labor force, marriage rates of divorced individuals, and numbers of households headed by females, and the proliferation of literature describing family and personal stresses and anxieties associated with these changes, myths continue to shroud reality.

U.S. law still accords precious little respect for homemaking. Popular literature and electronic media programming still largely address the family as a "one career--two persons" entity, the homemaker as woman (usually dull-witted), man as head of "well-run" household, and a division of labor where man works from eight to five. Many social institutions tacitly support traditional maternity leave policies. Non-existent provisions for care and services for infants, young children and the aged; non-flexible working hours and general treatment of female labor-force participation as "temporary status on the road to something better" are the rule rather than the exception.

Additionally, women who work outside of the home for pay have often--at various times in modern history--been looked on as "less than female," while careers for unmarried females under thirty were rarely taken seriously. Hence, the problems of homemaking and homemaker have become inextricably related to the status and role of women.

Since the change from an agrarian to an industrial economy, Americans have come to place far more value on work that generates income in the form

of cash payment than on non-paid (cash payment) work. Homemaking, having been primarily non-paid work, is often not respected because no monetary value is ascribed to it, and because it is assumed to be "woman's duty."

It is the position of the American Home Economics Association that " . . . work of the home makes a significant contribution to the well-being of individuals and to the level of living achieved by families."[1] Thus, efforts to place a monetary value on work performed in the home must be accelerated.

Among the substantive reasons for attaching an economic interpretation to homemaking suggested by Nichols[2] are the following:

(a) establish some measure of the value of work in the home

(b) assist families in making decisions about ways family members use their time

(c) provide a set of criteria to be used in the rising amounts of financial loss resulting from accidental death or injury to the homemaker

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[1]Sharon Nichols (Assistant Professor, College of Consumer Resource Science, Oklahoma State University) Unpublished Manuscript, 1977.

[2]Ibid.

(d) acknowledge the home's unique and essential role in human development

(e) include economic value of homemaking in measuring change in the economics of the household

Americans are again taking a new look at homemaking as a career. Efforts are being made to evaluate the monetary value of homemaking. Recently the American Home Economics Association's Center for the Family published a monograph[1] which addresses time as a measurement of household work and will serve as a valuable tool in assessing a homemaker's contributions. Until homemaking can take its rightful place in society, consumer and homemaking education programs will in all probability remain stigmatized. Because of the realities of life today, women and men need to be prepared for multiple roles related to work in and outside the home; economic value should be assigned to both. Consumer and homemaking education has traditionally been oriented to this social phenomenon and has long been committed to the recognition of the contribution of homemaking to the welfare and economic stability of the nation.

Implications for the NIE Study

Under Section 523 of the Education Amendments of 1976, the National Institute of Education must

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[1] Kathryn E. Walker and Margaret E. Woods, Time Use: A Measure of Household Production of Family Goods and Services, (Washington, D.C.: American Home Economics Association, 1976).

conduct special studies of four aspects of vocational education. The four questions to be investigated include:

(1) What levels and distributions of funds for training and occupational preparation will be required to meet the human resource needs of the 1980s?

(2) How can legislation best be written so that the operational programs achieve compliance with the intent of Congress in vocational education rather than compliance only with the letter of regulation?

(3) How should the quality and effectiveness of vocational education be evaluated?

(4) How effective are the programs funded under the consumer and homemaking education provisions of the 1976 amendments?

The Institute is to examine funds available through post-secondary education and manpower legislation as well as the vocational education programs. The information derived from these studies will be used in developing the 1981 federal vocational education legislation.

With respect to item (4) above, many factors will contribute to a determination of "an effective consumer homemaking program." Because all individuals become homemakers, but may or may not enter the (paid) work force, one indicator of the number of individuals entering the occupation of homemaking may be the number of individuals enrolled in secondary consumer homemaking programs.

Variables such as the following should figure in the design and implementation of the NIE Study:

(1) definition and goals for consumer and homemaking education employed by the state and local programs and/or incorporated in state plans;

(2) immediacy and extent of implementation of a major change in program (and/all populations to be served by consumer homemaking programs) designated by the federal legislation (e.g., 1968, 1973, and 1976; programs for the disadvantaged, handicapped, consumer homemaking students);

(3) existence and utilization of culturally adapted home economics curriculum materials and instructional resources addressing consumer homemaking programs and populations designated by federal legislation (state-specific efforts);

(4) percentage of funds allocated for in-service education of consumer homemaking teachers, supervisors, and teacher educators (by state and program);

(5) enrollment trends: rates and percentages of increases/decreases in consumer homemaking (by state, program, race and sex);

(6) number and content of (operating) programs designed to implement program changes designated by the legislation; and

(7) professional development experiences of state home economics supervisors.

CHAPTER V

SUMMARY

The interrelationship of home economics and vocational education, begun in the early 1900's, is becoming more evident with each new passage of legislation. The 1976 Education Amendments provide even greater opportunities for consumer and homemaking education to address national concerns and encourage the participation of males and females in home economics classes.

The Congress has recognized that home economics, with its interdisciplinary focus on families, is best equipped to respond to the social and economic changes facing families today, and hence, stipulated that funds authorized under Subpart 2 of the Amendments were to be used for home economics programs.

The consumer and homemaking education program is not only capable of preparing youths and adults for their joint responsibilities as wage earners and family members, but is also capable of providing service to the community.

It is one of the more important vocational education programs, because it helps individuals develop successful personal relationships as well as successful job skills.

Working men and women need home economics to learn basic principles of adult and family living, resource management and decision making; adolescents need home economics to learn parenting concepts and principles; young mothers need home economics to learn about child development; the semi-skilled and unemployed youth need home economics to help them become competitive in the job market; and